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ABSTRACT

An instructional unit that enhances student interest and curiosity about animals and promotes conceptual growth through development of observation and listening skills is discussed. The lessons and activities are for use with limited English proficient students in kindergarten through fourth grade who are receiving services from the English-as-a-second-language (ESL) or learning disabilities programs. Individual lessons are 30 to 45 minutes in length, and are sequenced. Each lesson contains objectives, a list of instructional materials necessary for implementation, procedures and class activities, and suggestions for evaluation. A list of supplemental materials is appended. The lesson topics include naming zoo animals, recognizing zoo animals' names, describing zoo animals, learning animal actions, writing sentences about animals, learning to make webs, and writing paragraphs about animals. (MSE)

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ZOO ANIMALS

**Supplemental Lessons and Activities
to Develop Vocabulary and
Sentence and Writing Skills of
Limited English Proficient (LEP) Students
in ESL or Special Education Classes**

**Grades
K-3**



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ZOO ANIMALS

Supplemental Lessons and Activities to
Develop Vocabulary and Sentence and
Writing Skills of Limited English
Proficient (LEP) Students in ESL or
Special Education Classes

ACKNOWLEDGMENTS

The supplemental lessons and activities contained in this publication are the results of an innovative and collaborative effort between English as a second language (ESL) teachers and special education teachers, Fairfax County Public Schools, Fairfax, Virginia.

Our appreciation and thanks are extended to the authors: Lori Caver, ESL teacher, Kings Park Elementary School; Joan Clark, special education teacher, Westgate Elementary School; Marilyn Clune, ESL teacher, Rolling Valley Elementary School; Susan Forbes, special education teacher, Columbia Elementary School; and Susan Simon, special education teacher, Navy Elementary School.

We also thank the editors: Alicia Clelland, specialist for learning disabilities and mildly mentally retarded, Fairfax County Public Schools and Dr. Carmen Simich-Dudgeon, project consultant, Trinity College, Washington, D.C. They were supported in this effort by Ellen McCarthy, special education resource teacher, Fairfax County Public Schools. Our belief that the education of LEP/handicapped children should be a collaborative effort between ESL and special education professionals was at the core of all project activities.

Our appreciation is offered to Dr. Mary Anne Lecos, assistant superintendent for instructional services, Fairfax County Public Schools, who supported us in this effort. Last, but not least, we thank the ESL staff for their support and the Office of Media Services for their assistance in the printing of this publication.

Esther J. Eisenhower, Ph.D.
Project Director

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INTRODUCTION

Zoo Animals is a unit that enhances the students' interest in and curiosity about animals and the real world. It also promotes conceptual growth through the development of observation and listening skills. Motivation to master language skills and concepts is increased through the use of high-interest topics and concrete materials.

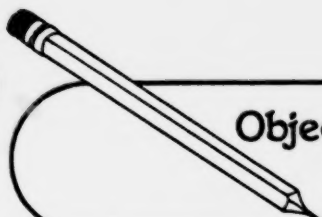
These supplemental lessons and activities are designed for use with limited English proficient (LEP) students in kindergarten through fourth grade who have limited ability to understand and speak English and who are receiving services from the English as a second language or learning disabilities programs. The suggested reading and writing activities can be used with students who possess minimal skills in those areas.

The individual lessons are designed to be 30 to 45 minutes in length. Teachers may choose to do each lesson during one session or two, depending upon the students' attention span. It is not recommended that the sequence of the lessons be altered but teachers are encouraged to modify and/or adapt the lessons to suit their students' needs.

A listing of supplemental materials is provided at the end of the unit.

LESSON 1: NAMING ZOO ANIMALS

- 1 -



Objective:

Students will identify several animals by name when presented with pictures.

Instructional Materials:

- o Animal pictures such as those found in the Peabody Language Development Kit, Level 1, pictures B43-58
- o Chart paper
- o Black marker

Procedures/Activities:

1. Tell the students, "Today we are going to talk about zoo animals." Initiate dialogue about different zoo animals and place pictures of each animal on the chalk ledge as students talk about them.
2. Place pictures of animals which were not mentioned on the chalk ledge. Have students identify each picture and write each animal's name on chart paper.
3. Review the names of the animals already on the chalk ledge. As the students respond, write the names of the animals on chart paper, leaving space to record characteristics later.
4. Encourage student verbal participation by suggesting they share their personal experiences and knowledge about animals in their homeland.

Note: Short student attention span may require this lesson to be taught in more than one session.

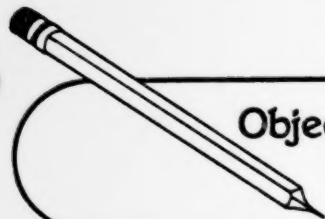
Optional/Enrichment Activities:

1. Place several pictures on the chalk ledge and review names of the animals. Direct students to close their eyes and then remove one or more pictures. Have students identify the missing picture(s).
2. Using cutouts of animals from magazines or student-drawn illustrations, create a class mural.

Evaluation:

Students will be able to identify all animal pictures presented in the lesson by name with 85% accuracy.

LESSON 2: RECOGNIZING ZOO ANIMAL NAMES



Objective:

Students will recognize the names of the zoo animals when presented with the animals' printed names.

Instructional Materials:

- o Animal pictures
- o Chart paper
- o Black marker
- o Animal names printed on tagboard strips
- o 3" x 5" index cards

Procedures/Activities:

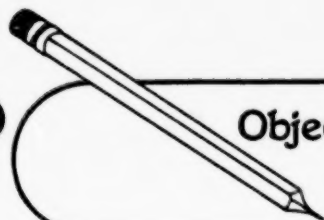
1. Place pictures of animals in groups of 3 to 5 on chalk the ledge. As the students identify each picture write the animal name above it.
2. Remove pictures from the chalk ledge and distribute to the students. Point to each name on the chalkboard and say it. Have students repeat after you. Have the student holding the matching picture come and place it on the ledge under the printed name. Repeat this activity several times until all students have had an opportunity to participate.
3. Hold up a tagboard strip with an animal name printed on it. Say the name and have students repeat after you. Repeat this activity until all names have been presented and students can identify the animal name without a pictorial stimulus.
4. Have each student copy names of the animals on a 3" x 5" index card.

Optional/Enrichment Activities:

1. Show part of an animal and have students identify the animal.
2. Have students read and alphabetize the names of animals on 3" x 5" cards.
3. Have students write simple sentences about the animals.

Evaluation:

Students will identify with 75 percent accuracy the names of the zoo animals presented on tagboard strips.



Objective:

Students will identify specific characteristics of the zoo animals and name similarities and differences.

Instructional Materials:

- | | |
|---------------------------------|-----------------------|
| o Animal pictures | o 3" x 5" index cards |
| o Chart paper | o Construction paper |
| o Black, red, and green markers | o Crayons |

Procedures/Activities:

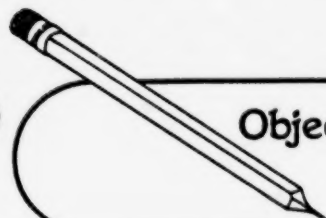
1. Review vocabulary presented in lessons 1 and 2 and promote student discussion about what has been learned.
2. Present one of the animal pictures previously used. Have students identify the picture and give one characteristic of the animal. Record characteristics on the chart begun in lesson 1. Continue until all characteristics have been identified for the animal. Proceed with this activity for each of the animals.
3. Present each animal picture and make an oral statement which includes distinguishing features. Have students repeat each statement after you. Proceed until all distinguishing features have been stated.
4. Model a descriptive sentence for the students and review the rules for capitalizing the first word in a sentence and placing a period at the end of a telling sentence.
5. Direct students to verbalize similarities and differences among the animals and record on another chart.
6. Direct students to dictate a sentence describing each animal. Copy students' sentences on chart paper capitalizing the first letter in green and putting a period at the end in red. Repeat this activity until there are descriptive sentences for all the animals.
7. Have students write new vocabulary words on index cards.

Optional/Enrichment Activities:

1. Read books on zoo animals to the students.
2. Write a group experience story about a particular animal.
3. Have students draw a picture of one of the animals. Include characteristics described in the drawing.

Evaluation:

Students will be able to identify verbally, with 85% accuracy, the similarities and differences between two animal pictures.



Objective:

Students will pantomime action words related to animals' activities when presented with the written word.

Instructional Materials:

- o Action words written on tagboard strips
- o Chart paper
- o Black marker
- o 3" x 5" index cards

Procedures/Activities:

1. Review vocabulary words presented on previous lessons.
2. Direct students to pantomime animal actions such as walking, sleeping, running, and jumping. As each student pantomimes an action, have the rest of the students identify what the student is doing and guess the identity of the animal being imitated. Record the action word and the animal name on chart paper.
3. Point to each action word recorded on the chart and have students read it orally and act it out. Have individual students read words on the chart and act them out. Discuss how different animals perform the same actions in similar or different ways. Promote student discussion.
4. Have students write words on 3" x 5" cards for their word boxes.

Optional/Enrichment Activities:

1. Have students alphabetize words for their word boxes.
2. Have students write simple sentences using their favorite animal action words.

Evaluation:

Students will read and pantomime printed animal action words with at least 75% percent accuracy.

Objective:

Students will create simple sentences about animal actions in oral and written form.

Instructional Materials:

- o Action words on tagboard strips
- o Chart paper
- o Black marker
- o Pictures of animals in the zoo or in their natural habitat doing various actions

Procedures/Activities:

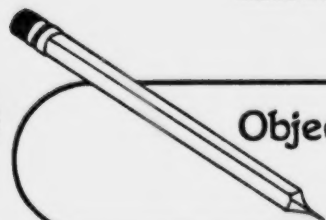
1. Present students with an animal illustration and have students describe what the animal is doing. Have students make statements in complete sentences. Model sentence pattern if necessary. Continue activity until all animals have been presented.
2. Present animal illustrations and have student volunteers describe the actions. Introduce the adjective, noun, verb sentence pattern. Encourage students to respond in this sentence pattern. Model sentence pattern as needed until students can respond in this sentence structure. Record students' sentences on chart paper.
3. Introduce the pronoun it. Explain how this word can be used in place of the animal's name. Model sentences using the pronoun it. Continue the activity until students start using pronoun referents independently in their dictated sentences.
4. Review punctuation and capitalization rules taught in lesson 3.
5. Have students read the sentences recorded on the chart and then identify the picture which matches the sentence. Continue this activity until all students have had an opportunity to respond.

Optional/Enrichment Activities:

1. Give each student a tagboard strip with a simple sentence in the adjective, noun, verb pattern. Direct students to draw an illustration for the sentence.
2. Have students write story about a pet or their favorite zoo animal. Do not concentrate on sentence correctness. Rather, concentrate on the coherence and content of the narrative.

Evaluation:

- o When presented with an animal illustration students will provide verbal and written description with 80% accuracy.
- o Students will use appropriate capitalization and punctuation with 70% accuracy.

**Objective:**

Students will verbally complete sentences when either a subject phrase or predicate phrase is missing.

Instructional Materials:

- o Printed incomplete sentences on tagboard strips
- o Printed complete sentences on tagboard strips
- o Chart paper
- o Black marker
- o Animal illustrations (previously used)

Procedures/Activities:

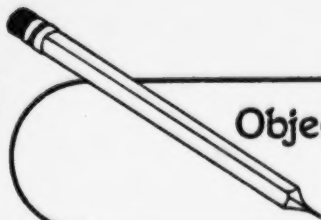
1. Present zoo animal illustrations and have students describe the actions. Present matching sentence strips and have students read them aloud. Call on student volunteers and repeat activity until all illustrations have been covered.
2. Have students read sentence strips and find matching illustrations. Continue activity until all students have had an opportunity to respond.
3. *Show students a picture and a sentence strip where the predicate phrase is missing. Present students with a choice of three predicate phrases and have them identify the appropriate predicate phrase. Continue activity until all predicate phrases have been identified and all students have had opportunities to respond.
4. Present students with a picture and a sentence strip where the subject phrase is missing. Have students choose an appropriate subject phrase from a choice of three. Continue activity until all subject phrases have been covered and all students have had ample opportunities to respond.

Optional/Enrichment Activities:

Give students a worksheet with incomplete sentences. Direct students to complete sentences using a subject or predicate phrase as appropriate.

Evaluation:

The students will complete two out of three sentences supplying subject or predicate phrases, when presented with three illustrations of different animals and incomplete sentences about the illustrations.

**Objective:**

Students, as a group, will create and use a web to write a paragraph about a given animal.

Instructional Materials:

- o Chart paper
- o Black, green, and red markers
- o Animal illustrations

Procedures/Activities:

1. Present an animal picture and have students identify and describe it. Write the name of the animal in the middle of the chart paper and capitalize the first letter. Draw a box around the word. Ask questions about the picture. Ask the students to respond to the questions. Write their answers in circles around the boxed word. Draw connecting lines from the word to the circled statements. Record the students' ideas in complete sentences. Continue with this procedure until all ideas have been recorded.
2. Ask the students to take their ideas and write a paragraph about the animal. Ask students, "What shall we call the paragraph?" Point out that all of the information in the circles is about the word in the box so the title should be that word. Refer the students to the web and have them read their sentences. Write the sentences on the chart, beginning each sentence with a capital letter in green and ending with a red period. Once the paragraph is written give individual students a chance to read the paragraph. Discuss the sequence of ideas and whether or not they "make sense" as a narrative.

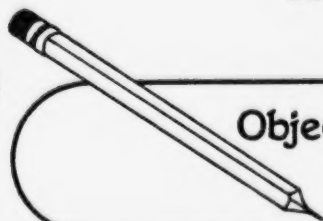
Optional/Enrichment Activities:

1. Direct students to generate questions about the picture in developing a web.
2. Direct small groups of students to write a paragraph, following steps 1 and 2 above.

Evaluation:

Students will describe an animal by name and main characteristics with 85% accuracy, using the webbing technique.

LESSON 8: WRITING PARAGRAPHS ABOUT ANIMALS



Objective:

Students will write a paragraph composed of several simple sentences about an animal.

Instructional Materials:

- o Animal illustrations
- o Newsprint
- o Felt-tip marker
- o Crayons

Procedures/Activities:

1. Encourage students to work independently. Pair students who have difficulty with more capable students. Direct students to select a picture, complete a web, and write a first draft of a short paragraph about the picture they have chosen.
2. Have students read their drafts you. Give encouragement and provide suggestions about how the paragraph could be improved. Have students rewrite their paragraphs making necessary corrections. Require them to rewrite as often as needed.
3. Direct students to read their finished paragraphs to their classmates.

Optional/Enrichment Activities:

Let students rewrite their paragraphs utilizing computers and word processing software if available.

Evaluation:

Students will generate a short paragraph of at least three sentences when presented with a picture of an animal. Each sentence will begin with a capital letter and end with a period.

SUPPLEMENTAL MATERIALS

Aims Media
6901 Woodley Avenue
Van Nuys, CA 91406-4878

Nunu and the Zebra, 1974.

An East African boy befriends a young zebra while on an expedition with his father. 25-minute film or video.

Z is for Zoo, 1971.

The activities of elephants, llamas, lions, and monkeys are used to teach animal ways and related sight words and consonant sounds. 9-minute film or video.

Brittanica Films and Video
Encyclopedia Brittanica Education Corporation
425 N. Michigan Avenue
Chicago, IL 60611

Silent Safari Series I and II, 1979.

Each of the 11 films in this series features a different animal in its native habitat. 10-11 minutes each. Film or video.

The Zoo (George Robb, Ph.D., collaborator), 1979.

Youngsters visiting a zoo take photographs and draw pictures of their favorite animals.

Coronet/MTI Films
108 Wilmot
Deerfield, IL 60015

Zoo Animals in Rhyme, 1965.

Amusing rhymes tell about the lion, monkey, bear, and many other zoo animals. 11-minute film or video.

Other films and videos available through catalog.

Humane Education Program
Fairfax County Department of Animal Control
4500 West Ox Road
Fairfax, VA 22030

Simon Says (Carol Taylor, editor)

A newsletter published three times a year in the fall, winter, and spring. Vol. I, No. 1, Fall 1982 issue specifically recommended.

Other publications and curriculum materials available upon request.

National Geographic Society
Washington, DC 20036

World (Pat Robbins, editor)

Subscription magazine for children. Published monthly. Beautiful photography. Features, pictures, games, stories, and puzzles about all aspects of nature.

Other publications available including books, films, filmstrips, videos, and other subscription magazines.

National Wildlife Federation
1412 16th Street, N.W.
Washington, DC 20036

Ranger Rick.

Subscription magazine for 6-12 year olds. Published monthly. Features photographs, diagrams, articles, poster pull-outs, and crafts about science and nature.